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| **Lesson Plan Feedback** |
| Your name: Adrienne Read |
| Partner’s name: Vicki Burlison |
| 1. What are the strengths of the lesson (include aspects such as content, structure, UDL, accommodations, assessment, etc.)?   * Excellent use of manipulatives, for students both with learning disabilities and without. * Partner work when learning a new task is helpful for the students to more quickly and fully understand the information. * The handout to be used is great because it begins with the pictorial representation, then moves to the mathematical expressions representing the same information and processes the students have done. * The accommodations and modifications listed were right on point and should be effective. It is also really good that you have included extensions for gifted students. |
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| 2. What are potential areas for improvement?   * The extension for the group project/presentation needs more explanation. I understand you want them to explain the process for solving the problems, but providing them with more explicit instructions would make the assignment easier for them to accomplish. * The assessment portion where the students create their own problems could be explained more. I see it in the original lesson plan talked out but just didn’t see any further explanation in the beginning of your plan when it was mentioned. * For the partner work, I see that the original lesson plan says to match students according to ability level—one who will understand the manipulatives with one who may not at first understand them. Sometimes this sort of pairing works, however, some students who feel that the assignment is simple do not like to assist his or her peers. Peers who do not initially understand may not like to ask for assistance from a peers who understands things more quickly. In some cases, it is best to pair students of the same ability level. Just to keep it in mind and maybe address it in your lesson. Maybe initially pair differently matched students then as the lesson progress to the third day when they are doing the group project work, pair similarly level matched students so that the work is evenly distributed and the “smarter” kids don’t do all the work. |
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| 3. General Comments  Overall, very well worked plan with excellent supplemental material. Your accommodations and manipulatives were outstanding, and the idea to include extensions for gifted students was very impressive and a step often overlooked (I didn’t do it in mine, but will for my rewrite—thanks!) Hope this helps some… |
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